

Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

Date: 18-May-2022

College: St. Lawrence College
Incumbent: Vacant
Position Title: Manager, Clinical Nursing Education
Position #:
NOC Code:
Classification: Pay Band 11
Division/Department: School of Nursing
Location/Campus: Cornwall
Immediate Supervisor (title): Associate Dean, Nursing

Type of Position:

Administrative
 Part-Time Administrative
 Sessional Academic
 Part-Time Academic
 Part-Time Support
 Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____ Date: _____

Recommended by
Position's Manager: _____ Date: _____

Approved by
Senior Manager: _____ Date: _____

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POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

The Manager, Clinical Nursing Education will be responsible for managing, supporting, and overseeing the implementation of the clinical student experience and placement activities associated with the core Nursing programs. They ensure the quality of clinical experiences and support the development of Clinical Instructor (CI) standards of instructional excellence and scholarly teaching in clinical education. They are responsible for the on-going development of the CI within their role, provide support for the adaption of the CI role and responsibilities in response to changes within the clinical environments, support professional development and training of CIs and Faculty Advisors and provide ongoing communication and performance management, as required for the CIs associated with the Practical Nursing and Bachelor of Science in Nursing programs.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

Key Duties	% of Time
1. Academic Leadership	45%
Provides direction and guidance to clinical staff regarding the planning, development, delivery, and evaluation of clinical education that is based on best evidence related to teaching and learning	
Participates in the approval process for course outlines and works with the Associate Dean in the Curriculum Verification, and Program Review processes.	
Provides supervision, and direction on the consistent implementation of curriculum across all clinical sites.	
Develops, trains and implements CI standards and protocols.	
Provides ongoing direction and guidance to Clinical Instructors and Faculty Advisors,	
Provides support and guidance to CI's and FA's regarding development of learning plans, completion of evaluations and laises with SSF's and course lead in relation to student issues/performance	
Organizes clinical orientation for CI, and in collaboration with student placement facilitators and faculty, organizes placement groups.	
Maintains a high level of performance through effective recruiting, selecting, developing, motivating, evaluating, and training of Clinical Instructors and Faculty Advisors.	
Ensures proper communication between Student Placement Facilitators, Clinical Instructors/Faculty Advisors, program faculty and clinical agencies.	
Participates in quality assurance activities in the School of Nursing and with PPDR.	
2. Manage and Develop Human Resources	35%
Directs and administers the activities of the Clinical Instructors in their teaching assignments; creates an effective working environment for staff and in the teaching and learning environment.	
Ensure all CI faculty follow standards and reinforces these expectations on a continuous basis.	

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Conducts first level investigations and initiates the problem-solving process for disputes involving faculty, staff, students, clinical partners.

Ensures delivery is consistent with the high-level performance expected of Nursing students.

Is responsible for continuous improvement activities including the completion of a yearly review, analysis of issues, the development of a report and recommendations for improvement.

Responsible for hiring contract clinical faculty, in cooperation with the Associate Dean

Conduct a yearly debrief with all CIs and set goals for continuous improvement.

3. Community Engagement and College Partnerships/Public Relations 15%

Develops and nurtures relationships with Clinical partners.

Participates in internal and external committees related to clinical placements/action learning

Other duties as assigned 5%

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1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the variety and relative difficulty of comprehending and critically analyzing the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the process of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

- a. In collaboration with the Associate Dean, determining scope and depth of content with corresponding best practice strategies for clinical education, to ensure program meets the needs of the graduate.
- b. Assess performance of clinical instructors/faculty advisors and determine support, professional development and mentoring needed for the individuals to meet and or exceed role expectation and performance.
- c. Problem-solving, conflict resolution for situations involving clinical education. Determines the best plan of action. Engages support of Associate Dean when appropriate.

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2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post-Secondary

Partial Secondary School

Secondary School Completion

Post-Secondary

1-Year Certificate

4-Year Degree

2-Year Diploma

Masters Degree

3-Year Diploma/Degree

Post Graduate Degree

Professional Designation

Specify: _____

Other

Specify: _____

A) Specify and describe any program specialty, certification or professional designation necessary to fulfil the requirements of the position.

BScN prepared RN.

B) Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Graduate education in education preferred (i.e., adult education, nursing education)
- Leadership
- Creativity
- Team facilitation
- Conflict Resolution and problem-solving skills
- Effective communication skills
- Computer literacy

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3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills, and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

- | | |
|--|---|
| <input type="checkbox"/> 0 – no experience | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 month | <input type="checkbox"/> 5 years |
| <input type="checkbox"/> 3 months | <input checked="" type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 12 years |
| <input type="checkbox"/> 18 months | <input type="checkbox"/> 15 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 17 years |

Specify and describe any specialized type of work experience necessary to fulfill the requirements of the position.

- Experience as a clinical educator
- Experience teaching in a postsecondary environment.
- Knowledge of the college environment, administrative procedures, and college practices
- Leadership role in nursing education

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4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/management systems.

A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- a. Determine staffing needs for clinical placements recruit, interview and hire CI's and FA's.
- b. Performance management of clinical instructors and faculty advisors.
- c. Work with clinical partners to determine optimum use of clinical placements and develop new and innovative clinical placement opportunities.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- a. Finalize hiring of clinical staff
- b. Finalize assignments of clinical staff to clinical agencies and units
- c. Finalize modifications to clinical plans and placement design

Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

- College policies and procedures
- Academic Collective agreement
- CNO Guidelines for supporting learners
- Entry to practice competencies (CNO)
- Nursing Act (RPHA)
- CNO Standards of Practice for RN and RPN

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5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

- a. Recommend for hire someone who is unable to fulfil job duties adequately. Loss of reputation for the College, graduate not successful on CNO registration, students.
- b. Implementation of clinical plan that does not prepare the graduate. Loss of reputation for the college, graduate not successful on CNO registration, students.
- c. Loss of clinical partnership site due to a severing of relationship. Affects students, college reputation, staff.

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6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types, importance and intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
			Occasional	Frequent
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Counsellors	Student support, academic success, conflict resolution		X
	Professors	Teaching and learning, program development, student success, conflict resolution, supervision		X
	Deans/Associate Deans	Committee work, decision making, conflict resolution, quality assurance		X
	Students	Advising, student support and development, academic success, conflict resolution, student development		X
	Student Association	Student support, special projects, events	X	
	College Executive	Strategic planning, budget, program development	X	
	Security Services	Student support, conflict resolution	X	
	Registrar's Office	Academic policy, student support, academic success, program development, conflict resolution, admissions, scheduling	X	
	Facility Services	Academic planning	X	
	Financial Services	Academic planning, operation budget processes	X	
	Student Services	Student support, conflict resolution	X	
	Applied Research	Coordination of resources for research projects; project support	X	
	International Office	Student support, new project development, problem solving	X	
	Employment Services	Collaboration on joint projects, consultation	X	
	Human Resources	Contract and pay issues for PT and PL faculty		X
External to the College:			Occasional	Frequent

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
External to the college, e.g., suppliers, advisory committees, staff at other colleges,	Colleges Ontario	Consultation, project development (OSLT)	x	
	Program Advisory Committees	Program development, quality assurance		x
	Community/Industry partners	Consultation, collaboration, special projects, student learning opportunities special projects		x
	Hospitals	Consultation, collaboration		x
	Queen's Nursing	Consultation, cooperation		x
	Long term care facilities	Consultation, collaboration		x
	CASN	Program development, quality assurance	x	
Occasional (O)	Contacts are made once in a while over a period of time.			
Frequent (F)	Contacts are made repeatedly and often over a period of time.			

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7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position, or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- Not responsible for supervising or providing guidance to anyone.
- Provides technical and/or functional guidance to staff and/or students.
- Instructs students and supervises various learning environments.
- Assigns and checks work of others doing similar work.
- Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- Manages the staff and operations of a program area/department.
*
- Manages the staff and operations of a division/major department. *
- Manages the staff and operations of several divisions/major departments. *
- Acts as a consultant to College management.
- Other e.g., counselling, coaching. Please specify:
▪

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Clinical Instructors
- Faculty advisors

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7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	0
Non-Full Time Staff (FTE) *	75-100 PT and PL faculty
Contract for Service **	
Total:	

*** Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full-time administrative staff for which the position is accountable and divide by 1820 hours.

**** Contract for Services**

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

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8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position, or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting			X		
Standing		X			
Walking		X			
Driving		x			

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Reading complex information	x					short
Analyzing financial spreadsheets	x					Short
Report writing		X				
Conflict Resolution			X			
Advising			x			
Planning			x			
Computer usage for email, reports, etc.			x			

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FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
travel		X	

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Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g., chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
none			

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

Please save form in the following format: "Position Title – Department – Incumbent".

Please note formatting errors will be corrected if necessary.

To cursor from one entry point to the next please use the arrow keys or Tab.